

APPLIED RESEARCH
EXPERIMENTAL EDUCATION UNIT – EEU
PROFESSIONAL DEVELOPMENT



NORRIS & DOROTHY

Haring Center

for Applied Research & Training in Education

Teams Talk:

*Examining barriers and facilitators to implementing
tertiary student supports*

Scott A. Spaulding

James F. Kidwell

Carol A. Davis

University of Washington



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Carol Davis

Paul Mullan

Jarek Sierschynski

Annie McLaughlin

Cap Peck

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Session overview

- Goal

Describe team-identified barriers to Tier 3 implementation and discuss ways schools can anticipate and prevent them from derailing the support process

- Outcomes

1. Identify potential barriers and facilitators to the implementation of tertiary and secondary supports.
2. Describe ways these themes and features can be used in future planning of team development.

Session outline

- Introduction
 - SWPBIS and the need for tertiary supports
 - Tertiary model demonstration project
 - Limitations to successful implementation
 - Current research on barriers and facilitators
- Team interviews
- Future directions

Background to our interview study

INTRODUCTION

School-wide Positive Behavior Interventions and Supports

- An established, effective, and expanding practice
- Initial emphasis on universal systems
- Increased need for guidance in establishing tertiary support frameworks

Schools adopting SWPIBS

- 5,000 (2006)
- 8,000 (2008)
- 14,000 (Sept, 2011)
- 16,232 (Feb, 2012)



Scaling the Pyramid

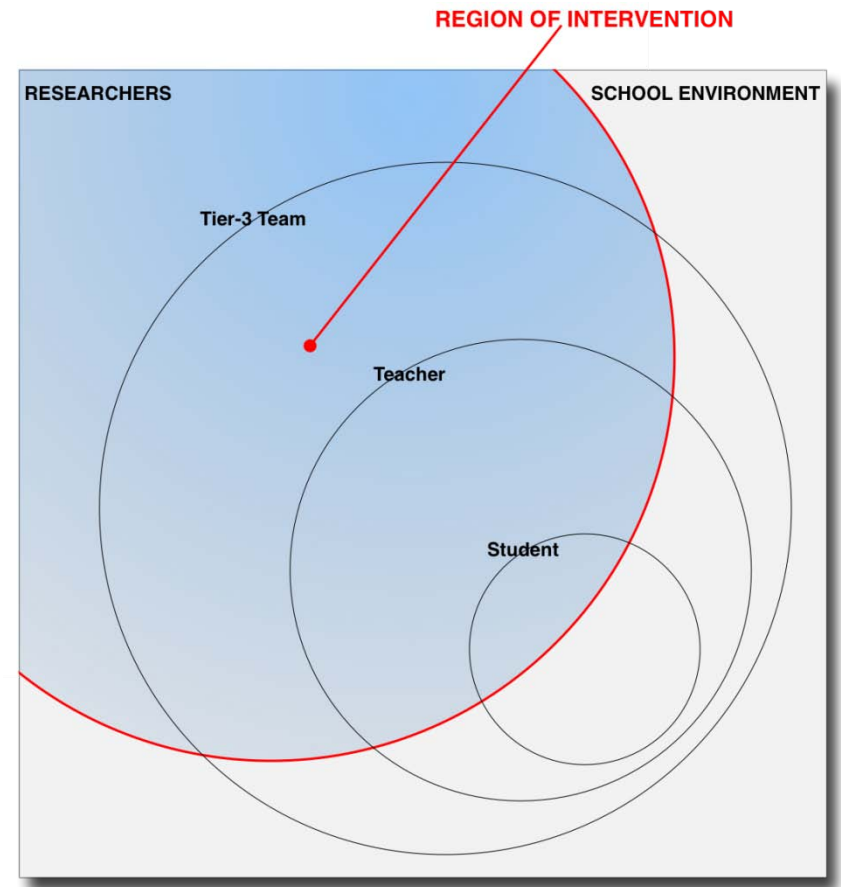
TERTIARY MODEL DEMONSTRATION PROJECT

Tertiary support models

- Key elements
 - team-based
 - progress monitoring, integration w/ existing teams & processes
 - expertise in behavioral supports
 - planned support for teacher-student interventions

Our Project

- Goals for process
 - Establish technical assistance teams of 4-6 educators
 - 1-2 days of in-service training
 - Establish PM structure for T3 supports
 - Teacher support for student referrals
 - Build expertise in function-based supports
 - Weekly support throughout year



Participants

District 2

- Development across 1.5 years
- 7 schools
 - Implementing SWPBIS for at least 1 year
 - Documentation ($\geq 80\%$ on *SET*)
- 53 team members
- 31 teachers supported by the teams
- 28 students received behavior supports

Team function

- 4-6 members
- Representation
- Meetings (weekly, bi-weekly, 45-min)
- Roles (facilitator, timekeeper, minutes)
- Information gathering outside of meetings
- Scheduling of team meetings
- Team coordinator ★

Technical Assistance Team – Support Process

STEP 1

Teacher completes Request for Assistance Form



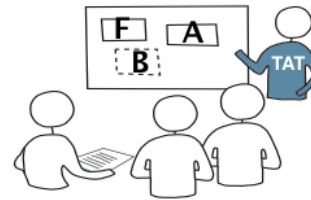
STEP 2

TAT member completes Universal Classroom Elements Form



STEP 3

A Functional Behavior Assessment is conducted to develop a "Hypothesis of Behavior"



STEP 4

TAT members brainstorm interventions based on "Hypothesis of Behavior"



STEP 5

Teacher selects intervention (presented by case manager)



TAT members provide ongoing support



OUTCOMES

- Ongoing monitoring, data collection, and decision making
- Decreased problem behaviors
- Professional development for staff

Weekly meeting to monitor & present data



Some project outcomes

District 2

- Schools established tertiary-level, progress monitoring teams (6 of 7 continued)
- Developed triaged, referral system
- Staff training and communication plan
- Established FBA/BIP process, tools
- Fidelity checklists
- At least 2-3 teams provided effective supports instead of SPED referral for a student
- Team self-assessment and action planning

Limitations to Implementation

- Team and team member attrition?
- Team and teacher program fidelity?
- Data collection, data-based decisions?
- Tier 1 discontinuity?
- Behavioral expertise on team?
- Commitment?
- Complexity of FBA and team process?
- Communication with staff?

...End-of-project exit interviews with 3 teams

SWPBIS Barriers and Facilitators




- Support (district, project, admin), use of data, staff buy-in, implementation, communication, training (Kincaid et al., 2007)
- Leadership, T1 buy-in, hopelessness, philosophical differences, disenfranchised staff (Lohrmann et al., 2008)
- School culture, beliefs and practices, administrative support, time, PD, family and student involvement (Bambara et al., 2009)

T3 implementation hypotheses

- Barriers:
 - Not enough time (for team to implement)
 - Too complex; too many forms
 - Process inefficient
 - Not always effective
- Facilitators:
 - Leadership, commitment, follow-through

METHOD

Participants and setting

- School district:
 - 18,000 enroll, 78 languages, 65% non-white, 67% FRL
- Three school teams
 - School A ($n = 6$), 1.5 years implementing 
 - admin, counselor, 2 gen ed, SPED, LAP
 - School B ($n = 5$), 1 year implementing 
 - admin, counselor, 2 gen ed, psychologist
 - School C ($n = 7$), 1.5 years implementing 
 - 2 admin, counselor, gen ed, 2 SPED, psychologist

School A

Role	Years as educator	Years at school	Degree
Counselor	20	5	MA
Administrator	14	1	MA
LAP*	10	9	MA
SPED (ILC)*	6	6	MA
Gen Ed	4	2	MA
Gen Ed	2	2	BA

*
LAP – Learning Assistance Program (academic support for students at risk)
ILC – Integrated Learning Center (for students with extensive cognitive/functional needs. Teacher exp with FBA, IEP, BIP)

School B

Role	Years as educator	Years at school	Degree
Counselor	28	28	MA
Gen Ed	18	3	MA
Administrator	17	2	MA
Psychologist	14	2	MA
Gen Ed	9	9	MA

School C

Role	Years as educator	Years at school	Degree
Psychologist	23	12	MA
SPED (EBC/BCBA)*	14	2.5	MA
Administrator	12	3	MA
Gen Ed	10	5	BA
Administrator	7	1	MA
Counselor	3	3	MA
SPED (LRC)*	2	2	MA

*

LRC – Learning Resources Center (students with mild-to-moderate disabilities, LD, BD, ASD. Teacher exp. With FBA, IEP, BIP)

EBC – Emotional Behavioral Center (students placed; some self-contained. Teacher exp with FBA, IEP, BIP)

BCBA – Board Certified Behavior Analyst

Selection criteria

- Teams representative of implementation
 - But no data indicating a criterion
- Variability in behavioral expertise on team

Research staff

- Interviews, coding, analysis
 - Degrees of MEd, PhD in education/psychology
 - Expertise in FBA, school consultation
 - Background in qualitative and quantitative (SCD)

Research questions

1. Tell me about your school (school's broad goals)
2. Tell me about your work here (individual's goal)
3. Tell me about your involvement in Tier 3
- 4. Tell me about pivotal points in the process, specifically, successes**
- 5. Tell me about pivotal points in the process, specifically, challenges**
5. What should we do to make the process better?
6. What did you think about the forms and tools?

Data collection

- Interviews (18 from 20 requests)
- Duration ranged from 31 to 51 minutes
- Semi-structured protocol, open-ended questions, digital recorders

Data analysis

- Grounded theory, case study approach
- Interview transcription
- Iterative coding process:
 - Open coding
 - Axial coding (build categories, merge categories)
 - Create category relations

RESULTS

Open coding

- Interview content sorted under one of seven primary questions
- Manually, line-by-line
 - 2 lead researchers (using first 2 interviews)
 - 1 lead and 3 assistants (using same 2 interviews)
 - Remaining 16 interviews coded

Open coding

1 *Q: To get us started, I just wanted to watch a broader question about your*
2 *school, about (school) and about the goals or maybe the philosophy that holds*
3 *true throughout (school).*

Trained as a school psychologist 10

4
5 A: The philosophy around behavior management?

No opinions on academic instruction 11

6
7 *Q: Just overall, behavior, academics, overall*

Caught up with NCLB 12

8
9 A: Being trained as a school psychologist with no teacher training I don't offer
10 any opinions on academic instruction, clearly buildings like everybody caught up
11 in the no child left behind system, doing reasonably well in the [redacted] district
12 family. In terms of behavior management, this building has as a result of the
13 principals, (principal), people who took the Randy Sprick material with the
14 district started with 8-10 years ago the positive behavioral process for the whole
15 building, implemented that. Obviously, (principal) has been an active supporter
16 of (team coordinator) in terms of implementing the CC&E for tier 2 intervention.
17 My impression looking at the district as a whole - i have a sense of what's going
18 on at (our school), probably among the most advanced - in terms of
19 implementing tier 2 supports and this year among the schools doing tier 3
20 interventions doing as well as anybody else. You have to have a principal
21 committed, prepared to tell staff they need to be serious about it.

Doing reasonably well in district 13

Behavior management good
due to principals and training
in PBS 13-17

Principals active supporter of
coordinator of Tier 2 16-18

22
23 *Q: How does our work as a school psychologist fit into that school?*

24
25 A: My background is unusual - for 18 years I was a school psychologist at the
26 district's EBD classes, I served as a psychologist doing special education stuff,
27 functional behavior analysis and things. But also some case management, things
28 with families. Eventually phased out of that over several years, but my

School most advanced in
implementing Tier 2 20-21

Axial coding

- Step 1 - Build categories:
 - Coded text segments to category “nodes” ($n = 82$)
- Step 2 - Merge categories:
 - Based on similarity of text segments ($n = 46$)

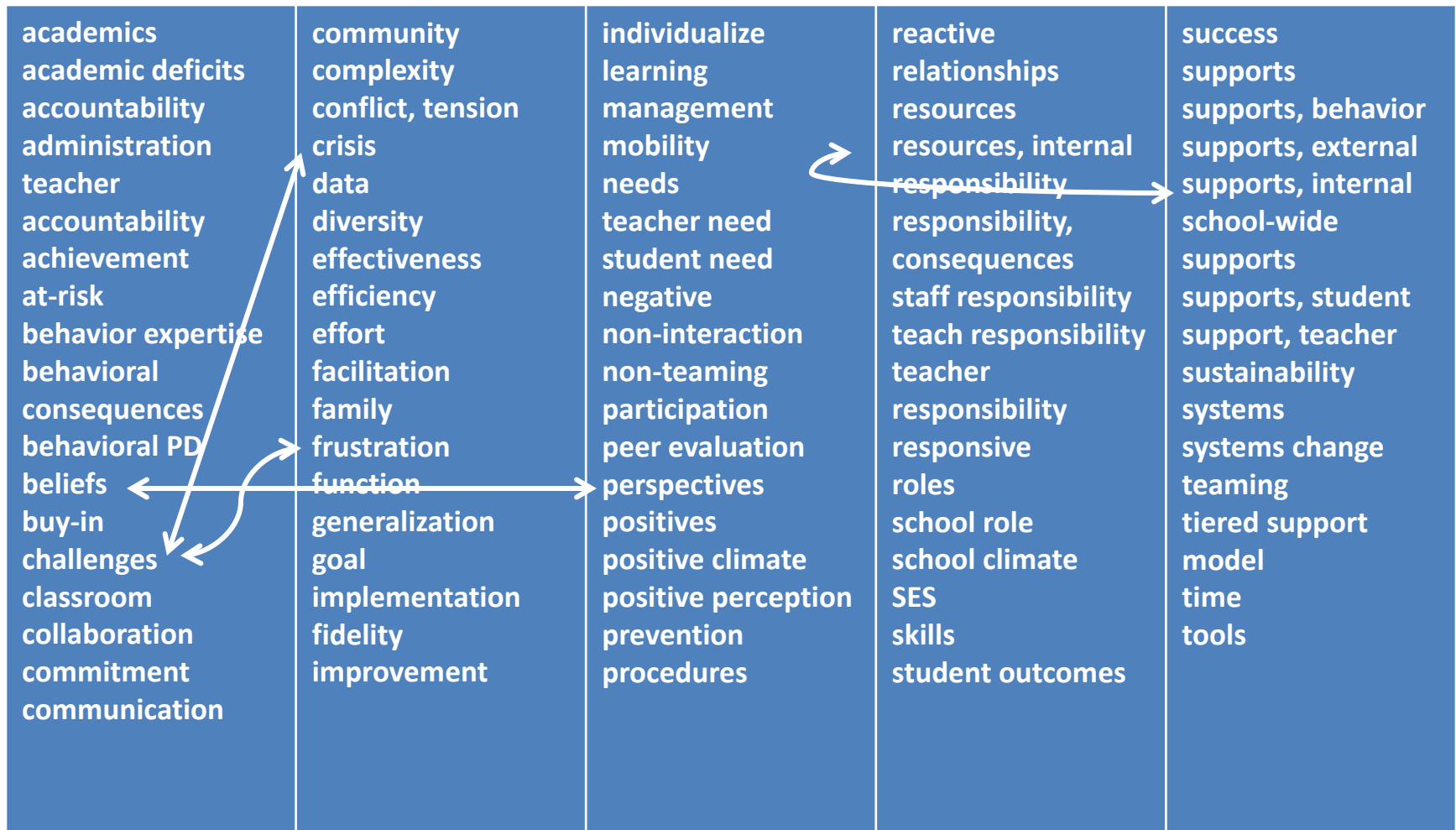
Axial coding

Int 16 - QUESTION	LEVEL 1 CODES
Question1 - Tell me about your school	
reading and math interventions to raise the level of performance 6-7	academics
reading is an area of concern now 31	academic deficits
this year we are looking at how we provide assistance to students 47-48	supports
are a PBIS school 54	school-wide supports
we have a very diverse school but not a very diverse staff 82	diversity
difficult for them to reach out to the kids and to be able to work with the kids in their classrooms 85-86	challenges
Question4 - Successes with T3	
we made our behavior plans longer and they incorporated some of the things we learned this year in the tier 3 133-135	systems-change
In working with the team and the parents we were able to put a plan in place that was fairly effective 193-195	teaming, parents
Through this process he was able to earn his way out to recess 223-224	student outcomes
helps me hold the teacher accountable 240-241	teacher accountability
Question5 - Challenges with T3	
it was just a different way for me look at it 57	perspectives, beliefs, buy-in
hadn't spent the time to go into the details of what is needed to support a kid with significant behavior problems 58-59	time
slight growing pains along the way, trying to figure out how to make it work, it is fairly complex 74-75	complexity, management
TAT member decided that she wanted to leave in the middle of the year 138	relationships, roles
Couldn't spend the time to case manage this kid with so many other kids 172-173	time, management
conscious decision to drop the behavior plans did in past to work on this new system 178-179	systems change
I heard teachers didn't feel supported because the behavior plans helped them 180-181	systems change, buy-in
not a lot of family support, we couldn't get anything signed it was very difficult 204-205	family, relationships, buy-in
we went through the process but didn't see a lot of success 213-214	Success

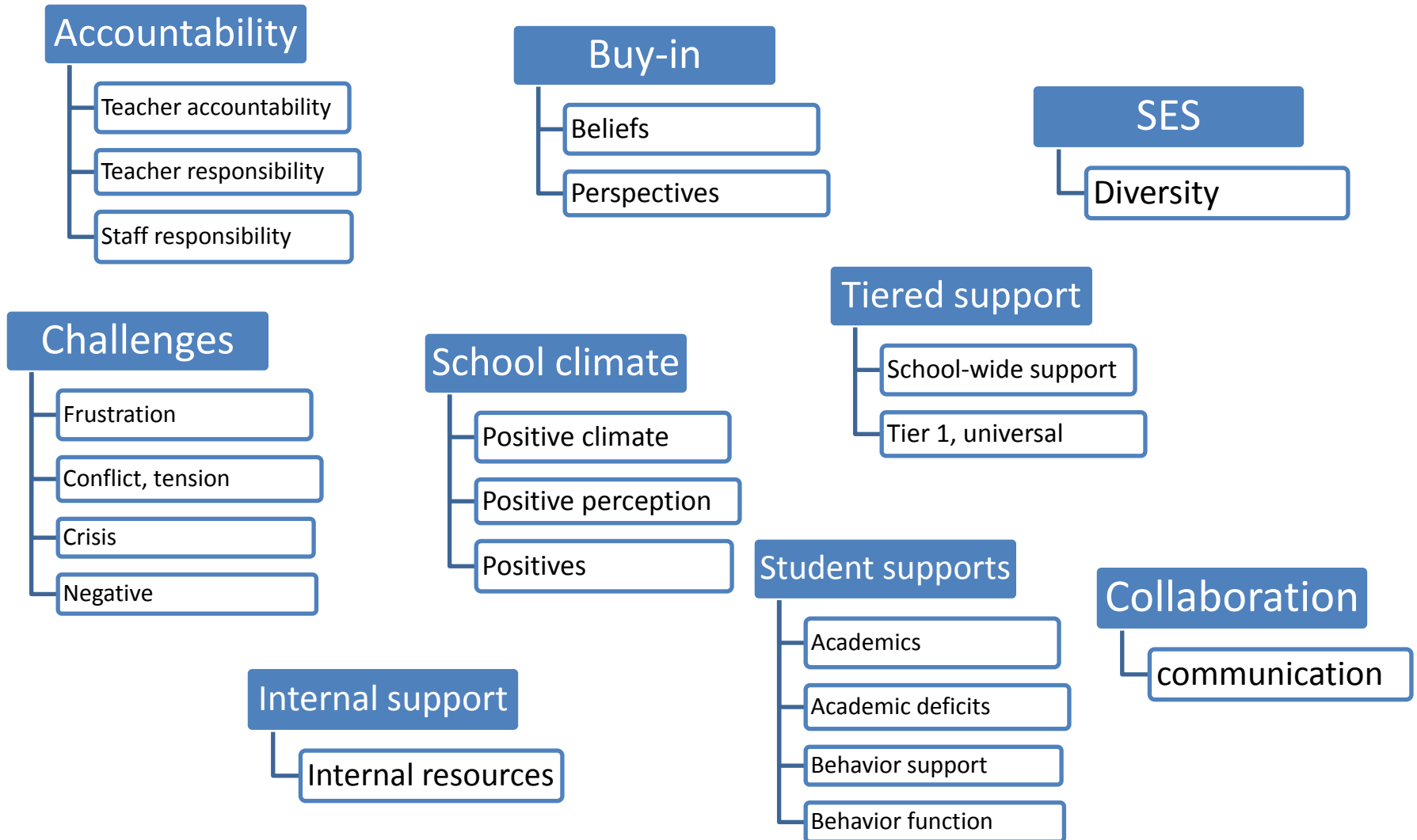
Axial coding (build categories)

academics academic deficits accountability administration teacher accountability achievement at-risk behavior expertise behavioral consequences behavioral PD beliefs buy-in challenges classroom collaboration commitment communication	community complexity conflict, tension crisis data diversity effectiveness efficiency effort facilitation family frustration function generalization goal implementation fidelity improvement	individualize learning management mobility needs teacher need student need negative non-interaction non-teaming participation peer evaluation perspectives positives positive climate positive perception prevention procedures	reactive relationships resources resources, internal responsibility responsibility, consequences staff responsibility teach responsibility teacher responsibility responsive roles school role school climate SES skills student outcomes	success supports supports, behavior supports, external supports, internal school-wide supports supports, student support, teacher sustainability systems systems change teaming tiered support model time tools
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Axial coding (merge categories)



Axial coding (merge categories)



Axial coding (merge categories)

- Removed categories with ≤ 5 references, and re-assigned references as follows:
 - Responsive (3) \rightarrow school climate
 - Mobility (2) \rightarrow diversity
 - Reactive (2) \rightarrow school climate
 - At-risk (2) \rightarrow challenges
 - Generalization (2) \rightarrow external support
 - Behavioral consequence (5) \rightarrow school climate
- Categories reduced from 82 to 46

References across merged categories

Category	Refs	Sources
challenges	378	18
buy in	184	18
success	178	17
student support	174	18
tiered-support	154	16
roles	152	18
efficiency, efficacy	116	17
teacher support	108	16
communication	107	18

Category	Refs	Sources
school climate	93	17
teaming issues	79	18
internal support	66	13
systems	62	14
tools	62	16
external support	61	15
procedures	58	15
time	55	18
fidelity	51	13

Category relations

- Summary of categories across questions
 - By school
- Summary of Barriers
 - By school
- Summary of Facilitators/Successes
 - By school

Research questions

1. Tell me about your school (school's broad goals)
- ~~2. Tell me about your work here (individual's goal)~~
- ~~3. Tell me about your involvement in Tier 3~~
4. Tell me about pivotal points in the process, specifically, successes
5. Tell me about pivotal points in the process, specifically, challenges
6. What should we do to make the process better?
7. What did you think about the forms and tools?

Q1: “Tell me about your school”

Top 10 category references within each school

School A	School B	School C
School climate (14)	School climate (15)	School climate (9)
Tiered support model (8)	Challenges (14)	Goal (7)
Challenges (6)	Goal (12)	Tiered support model (6)
Diversity (5)	Student support (6)	Internal support (5)
Behavioral PD (3)	Systems (5)	Systems (3)
Improvement (2)	Diversity (4)	Administration (3)
Data (2)	Effectiveness, efficiency (3)	Success (2)
Achievement (2)	Needs (3)	Teaming (1)
Community (2)	Tiered support model (3)	Effectiveness, efficiency (1)
Success (1)	Classroom (2)	External support (1)

Q1: “Tell me about your school”

quotes

School A	School B	School C
School climate (14):	School climate (15):	School climate (9):
<p>“Provide a supporting, low-risk learning environment”</p> <p>“Don’t have PBS implemented fully”</p> <p>“No clearly defined mission, goal, or vision”</p> <p>“Upper-class school, traditionally, changing demographic, increased FRL”</p>	<p>“High-needs school”</p> <p>“90% FRL”</p> <p>“High transient population”</p> <p>“90% immigrant status or ELL”</p>	<p>“Academics are a priority goal and behavior is priority #2”</p> <p>“Three school expectations: safe, respectful, responsible”</p> <p>“School is most advanced implementing Tier 2”</p> <p>“Caught up with NCLB”</p>

Q4: “What were some of your successes with Tier 3?”

Top 10 category references within each school

School A	School B	School C
teaming (11)	Success (11)	Success (87)
success (8)	external support (8)	Teaming (20)
improvement (7)	internal support (7)	student support (18)
buy-in (6)	student outcomes (6)	student outcomes (13)
effectiveness, efficiency (5)	student support (5)	Tiered support model (13)
roles (5)	Teaming (5)	teacher support (12)
communication (4)	Tools (4)	Effectiveness, efficiency (11)
external support (4)	Classroom (4)	buy-in (7)
school climate (4)	Effectiveness, efficiency (4)	external support (7)
systems (4)	Family (4)	school climate (7)

Q4: “What were some of your successes with Tier 3?”

School A	School B	School C
Teaming (11):	Success (11):	Success (87):
<p>“Team process was very powerful”</p> <p>“Being able to brainstorm different interventions”</p> <p>“Team excited about getting details right”</p> <p>“Making sure that everyone on the team had a list of interventions”</p>	<p>“There were some students that turned around and I was shocked”</p> <p>“Team learned how to work together”</p> <p>“Opened my eyes to this slew of resources I didn’t know existed”</p> <p>“More teachers have more tools now to prevent the problem, deal with problems in class”</p>	<p>“Staff now see a response, and feel more supported than before”</p> <p>“Understanding behavior in terms of function”</p> <p>“Matching interventions with behavior”</p> <p>“Student improved from dangerous behavior, was unable to stay in class”</p> <p>“Big thing was learning function of behaviors, that was a pivotal point”</p>

Q5: “What were some of the challenges with the process?”

Top 10 category references within each school

School A	School B	School C
Challenges (24)	Challenges (107)	Challenges (42)
Roles (15)	Effectiveness, efficiency (41)	Implementation fidelity (9)
Time (14)	Buy-in (25)	Success (7)
Implementation fidelity (13)	Teacher support (11)	Effectiveness, efficiency (5)
Effectiveness, efficiency (11)	Time (11)	Classroom (5)
Communication (11)	Implementation fidelity (10)	Teacher support (4)
Procedures (7)	Procedures (6)	Time (4)
Peer evaluation (7)	Tools (5)	Systems (3)
Relationships (6)	Complexity (5)	Student support (3)
Teaming (5)	Student outcomes (4)	Procedures (3)

Q5: “What were some of the challenges with the process?”

quotes

School A	School B	School C
Challenges (24)	Challenges (107)	Challenges (42)
<p>“Unclear roles created a lot of confusion”</p> <p>“Finding time to do the work is hard”</p> <p>“We were not using our SWIS data”</p> <p>“Poor data collection because some teachers didn’t buy-in”</p>	<p>“I was too busy”</p> <p>“School needs to work on consistency”</p> <p>“We went through the process with him, but didn’t see a lot of success”</p> <p>“Interventions not followed through in some instances”</p> <p>“We fell apart on following through”</p>	<p>“Not having classroom based behavior supports in place first”</p> <p>“The system can’t work without a principal who is on board”</p> <p>“Interventions not followed through with fidelity”</p> <p>“Time constraints”</p> <p>“Frustrating when things were not implemented”</p>

Q6: “How to improve the process?”

Top 10 category references within each school

School A	School B	School C
Roles (9)	Challenges (32)	Success (5)
Procedures (4)	Effectiveness, efficiency (10)	teacher support (4)
Facilitation (4)	buy-in (7)	Improvement (4)
Teaming (3)	external support (7)	Commitment (4)
Individualize (3)	Complexity (5)	Challenges (3)
buy-in (2)	Systems (4)	Time (3)
Tiered support model (2)	Improvement (3)	Tools (3)
external support (2)	Needs (3)	Buy-in (3)
teacher support (2)	Time (3)	implementation fidelity (2)
Commitment (2)	Accountability (2)	student support (2)

Q6: “How to improve the process?”

quotes

School A	School B	School C
Roles (9)	Challenges (32)	Success (5)
<p>“Role clarification is the most important thing”</p> <p>“Defining roles was really important”</p> <p>“Clarifying roles among the team at the beginning is important”</p> <p>“Roles clearly defined from the get-go”</p>	<p>“The next steps need to come quicker, more action needs to be on the priority list”</p> <p>“So many components”</p> <p>“A lot of repetition”</p> <p>“We still need more guidance”</p> <p>“They need coaches or mentors that will physically come in the room and model for you”</p>	<p>“UW staff just phenomenal”</p> <p>“UW staff was just fantastic”</p> <p>“Spoke same language”</p> <p>“Poor staff would be a problem”</p>

Q7: “Comments about forms/tools?”

Top 10 category references within each school

School A	School B	School C
Tools (18)		tools (15)
Individualize (6)		challenges (8)
Complexity (5)		complexity (6)
external support (3)		external support (5)
Improvement (3)		success (3)
Challenges (2)		student outcomes (3)
Teaming (1)		Effectiveness, efficiency (2)
Management (1)		systems (2)
Time (1)		teacher support (1)
Effectiveness, efficiency (1)		time (1)

Q7: “Comments about forms/tools?”

quotes

School A	School B	School C
Tools (18)		Tools (15)
“Very user-friendly”		“Did not find them hard to do”
“We tweaked some of the forms to fit our needs”		“Critical to have fillable forms on computer”
“Should be able to be changed a little”		“Teachers and some team members do not want to use computers for everything”
“The forms are great”		“The easier the form and less complicated language, the better”
“Design tools as a team”		

Summary of Themes

- A school must evaluate the strength of Tier 1 and 2 programs before considering implementing a Tier 3 team
- Buy-in from staff and team members is essential for success
- Having good leadership, such as an administrator, on the team appears to be highly valued
- Allowing for individualization amongst schools

Next steps for analysis

- Reassign aggregate codes (challenges, success)
- Link relations among categories
- Member checking (review broad results with interviewees)

Reliability steps

- Review transcripts for obvious mistakes, readability; revisions by checking original audio files
- Qualitative codebook
- Communication among coders (meetings, discussion of analysis)

Validity steps

- Triangulate data from multiple sources
- Clarify researcher bias
- Information discrepancy with themes
- Extended time working with teams within schools

For integrating with interview data

ADDITIONAL TEAM DATA



CONCLUSIONS

Summary of findings

- Examined implementation features of teams following tertiary model development
- How these barriers and facilitators impacted our teams...
- How these barriers/facilitators integrate with SWPBIS literature...
- How the barriers/facilitators map onto the *BAT*...

Successful teams

- established school-wide efforts
- team-based: roles, representation, content expertise, participation, connection to other tiers
- commitment (long- and short-term): administrative support, team members, staff
- data-based decision making
- communication: team, staff, district, parents

Benchmarks of Advanced Tiers

Section H

H Tier 3: Intensive Support Systems

32. A team builds and implements Tier 3 behavior support plans.
33. The Tier 3 support team includes individuals with knowledge about the school systems, the student, and behavioral theory (e.g., student, teacher, family member, administrator, behavior specialist, advocates).
34. A person is identified to coordinate Tier 3 supports.
35. The administrator is a member of the Tier 3 implementation team.
36. Tier 3 team members have sufficient formal training in implementation of the Tier 3 support system.
37. The Tier 3 team receives annual staff development in Tier 3 procedures.
38. The team has an efficient and accurate data system for monitoring Tier 3 impact.
39. The team reviews the Tier 3 process and considers modifications, as needed.
40. The school has personnel to implement Tier 3 supports.
41. The school facilitates involvement of family members of students receiving Tier 3 supports.
42. All faculty and staff are oriented to Tier 3 support implementation.
43. Students receiving Tier 3 support also have access to Tier 1 and/or Tier 2 supports.

SOME NEXT DIRECTIONS

Some next directions...

- Address implementation fidelity in tertiary teams by accounting for buy-in, commitment, data use, time
 - Tablet technology (*Project iBESTT: Integrating Behavior Support and Tablet Technology*)
 - Team-based, but driven by teacher-student interaction (*EcoSUPPORT Model*)

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Haring Center

for Applied Research & Training in Education

Thank you!

Scott Spaulding, scott2@uw.edu

James Kidwell, jfk1@uw.edu

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